

Job Description: SENDCo

Line Manager: Deputy Head

Overseen by: Head

St James Senior Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role:	• The SENDCo will work with the School Head reporting to the Deputy Head on operational matters and working closely with the school Exams Officer(s) and the Heads of Year and Teachers. • To ensure all pupils who require SEND provision are fully supported through the St James curriculum. • To strive for all pupils, who require SEND provision, are academically excelling, able to access the curriculum and support, guide and coach teaching staff to ensure inclusion for all.
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Specific Responsibilities of Head of Inclusion (SEND)

General	▪ To implement the School's agreed policies. ▪ To maintain effective discipline through implementation of the School's agreed procedures.
Child Protection, discipline, Health & Safety	▪ To recommend, implement and evaluate reasonable adjustments for pupils across the school. ▪ To promote and safeguard the welfare of all children and young persons. ▪ To maintain good order and discipline among the students and safeguard their health and safety both when they are on the School Premises.
Communication & Meetings	▪ Maintain open communication with families by working in partnership with them through consultation and sharing of information about the adaptations provided for and progress of their children. ▪ To provide regular parent updates on SEND support provision and progress on any 1-2-1 / small group intervention lessons that are taking place for pupils.

	▪ Actively establish good relations with visitors to the school and feeder schools as required. ▪ Attend staff, parent, and other School meetings as required and provide regular pupil updates where required to the teaching community. ▪ Provide regular tactical training, guidance and support for schoolteachers to use within their Quality First Teaching practice through staff meetings, INSET and intervention meetings with Heads of Year, Faculty Heads or Subject Heads. ▪ Provide judgements and input into the School Admissions Panel from ATOM and CEM assessments. ▪ Work with other schools, educational psychologists, health and social care professionals and other external agencies in support of pupils' progress by providing learning skills lessons/interventions. ▪ Ensure every pupils' learning passport is accessible and distributed to all teaching staff with specific recommendations of support. ▪ Provide information to staff on new joiners to the School, including recommended learning strategies and reasonable adjustments. ▪ Work to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements. ▪ To remain up-to-date and aware of all relevant legislation Inclusion and SEND/ EAL, to contribute to policy and the School Development Plan and INSET for site staff and to advise the Headteacher and Senior Team as required. ▪ Monitor and evaluate achievement and progress standards for pupils with SEND/ EAL using progress and reporting data.
Finance	▪ Manage school site specific SEND and EAL budgets and submit an annual budgetary plan for SEND & EAL activities each year. ▪ Work closely with the designated EHCP designated person to provide any advice, insight, guidance or tactical support

	to ensure the school can access funding from local authorities.
Learning & Teaching & Curriculum	▪ To develop a rigorous timetabled 1-2-1 and/or small group intervention lessons focussing on, but not exclusive to, organisation, literacy, numeracy and any other need identified by the Head of Inclusion and/or the school. ▪ Maintain an accurate and up to date SEND register and all relevant paperwork on the school MIS to meet ISI and JCQ requirements, statutory guidance and best practice. ▪ Monitor and encourage cocurricular participation for pupils on the SEND register. ▪ Develop and review learning passports for pupils on the SEND register. ▪ Oversee the efficacy of the provision detailed in learning passports in the classroom. ▪ Identify and adopt the most effective teaching approaches for pupils identified as SEND / EAL and to share these with colleagues through INSET events, meetings and regular updates to staff. ▪ Actively monitor the progress of pupils with SEND, EAL through data analysis, learning wanders, pupil pursuits and book looks and any other appropriate strategies. ▪ Oversee the adjustments and access arrangements required for all pupils in our care. Ensure the Exams Office are updated in a timely manner for external exams and adjustments are made for internal exams working with the Exams Office and Head of Pupil Progress and Organisation. ▪ Oversee and manage potential access arrangements and adjustments that may be required from pupils – supporting assessments, capturing adjustments, updating and audit trailing this process. Communicate with all stakeholders about new adjustments supported for this learner. ▪ Oversee and lead interventions for pupils on the SEND register and evaluate their effectiveness, reporting to the Deputy Head. ▪ Evaluate the effectiveness of provision for pupils identified as SEND/ EAL working with the school's Data and Pupil Progress lead. ▪ Review and take the lead on Education, Health and Care plans (EHCP) and evaluate the School's ability to meet the

	needs of applicants with EHCPs, making recommendations to the Headteacher. ▪ Promote inclusion across the School community and access to the curriculum, facilities and co-curricular activities. ▪ Prepare and review information the school is required to publish, including writing reports as necessary. ▪ Identify training needs for staff and how to meet these needs, including leading on relevant training sessions and INSET for staff. ▪ Advise the Assistant Head Pastoral and Deputy Head on adapted learning programmes for individual pupils and evaluate their efficacy.
Line Management Duties	To line manage members of the SEND department and provide guidance, advice and tactical support for affiliated teaching staff who are providing tactical support for learners under the professional guidance of the SENDCo .